CRITICAL INCIDENT STRESS MANAGEMENT (CISM)

PEER COUNSELOR TRAINING THULE AIR BASE

OVERVIEW

- EFFECTS OF STRESS
- CRITICAL INCIDENT STRESS
- OVERVIEW OF CISM
- THE NEED FOR PEER COUNSELORS
- OVERVIEW OF DEBRIEFING
- ROLE OF PEER COUSELOR
- VIDEO EXAMPLE

EFFECTS OF STRESS

- **Experience from Wars, Civil Disasters, and Daily life events has led to a greater understanding of the body's reaction to stress and methods for coping with stress.**

CRITICAL INCIDENT

- An incident that is outside the range of normal human experience.

CRITICAL INCIDENT STRESS

- Is the outcome of an event outside the range of usual human experience which has the potential to overcome a person's normal ability to cope. It may produce a negative psychological response in a person who was involved in or witnessed such an incident.

WHAT IS CISM?

- **Critical Incident Stress Management is a multicompontent crisis intervention system with *seven* core components, which span the entire temporal spectrum of a crisis.**

- **Standard of Care for Crises**

- **AFI 44-153**

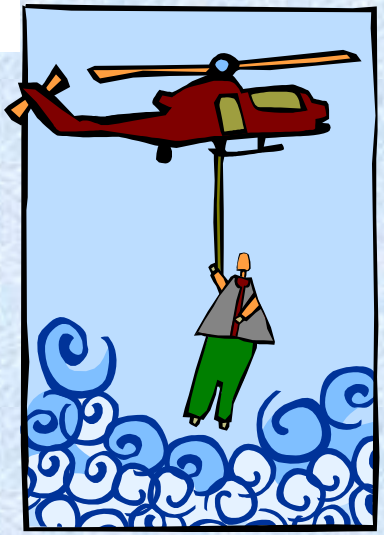
WHY DO CISM?

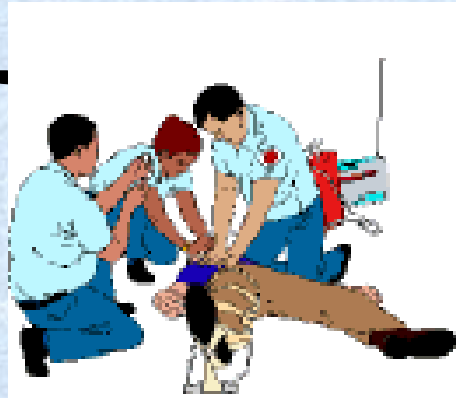
- Reduce the probability of significant adverse psychological reactions of a critical incident. Helps the body start the natural process.

THE SEVEN CORE COMPONENTS

- Pre-Exposure Preparation
- Demobilization
- Defusing
- Critical Incident Stress Debriefing
- Individual Crisis Intervention
- Family CISM
- Follow-up/Referral

WHY ARE PEER COUSELORS NEEDED?





Victims of Critical Stress

1. Primary Victims: **directly affected by a crisis, disaster or trauma.**
2. Secondary Victims: **observers of the immediate effects on victims.**
3. Tertiary Victims: **affected indirectly by the trauma via later exposure to primary or secondary victims (e.g., family, friends).**

Common Signs & Symptoms of Critical Stress

COGNITIVE:

- Confusion in thinking
- Difficulty making decisions
- Lowered concentration
- Memory dysfunction
- Lowering of higher cognitive functions

Common Signs & Symptoms

- Headaches
- Dizzy spells
- Increased heart rate
- Elevated blood pressure
- Rapid breathing

Common Signs & Symptoms

- Emotional shock
- Anger
- Anxiety
- Depression
- Feeling overwhelmed

Common Signs & Symptoms

BEHAVIORAL:

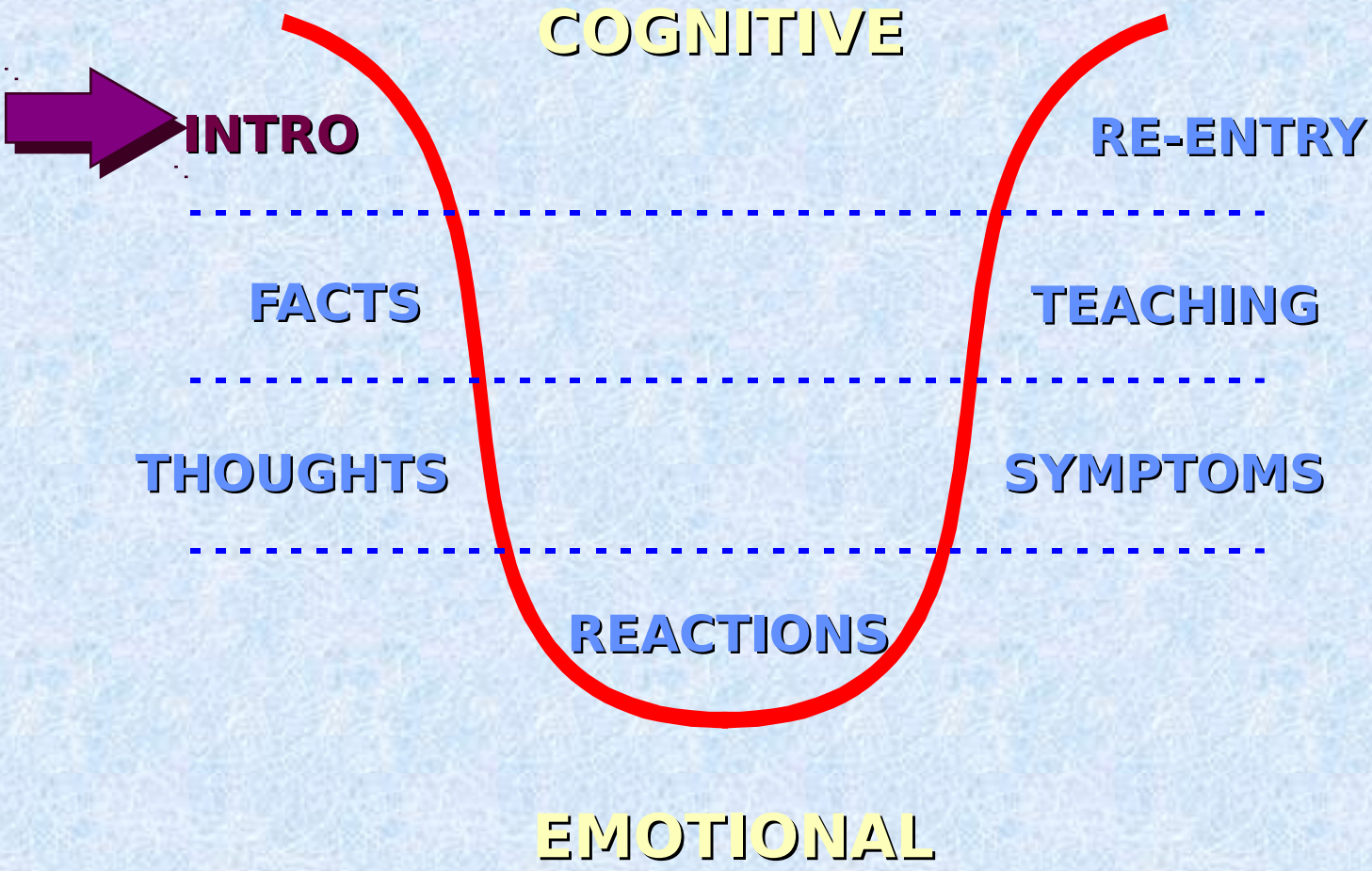
- Changes in eating habits
- Decreased personal hygiene
- Withdrawal from others
- Prolonged silences
- Increased Alcohol Consumption

Critical Incident Stress Debriefing

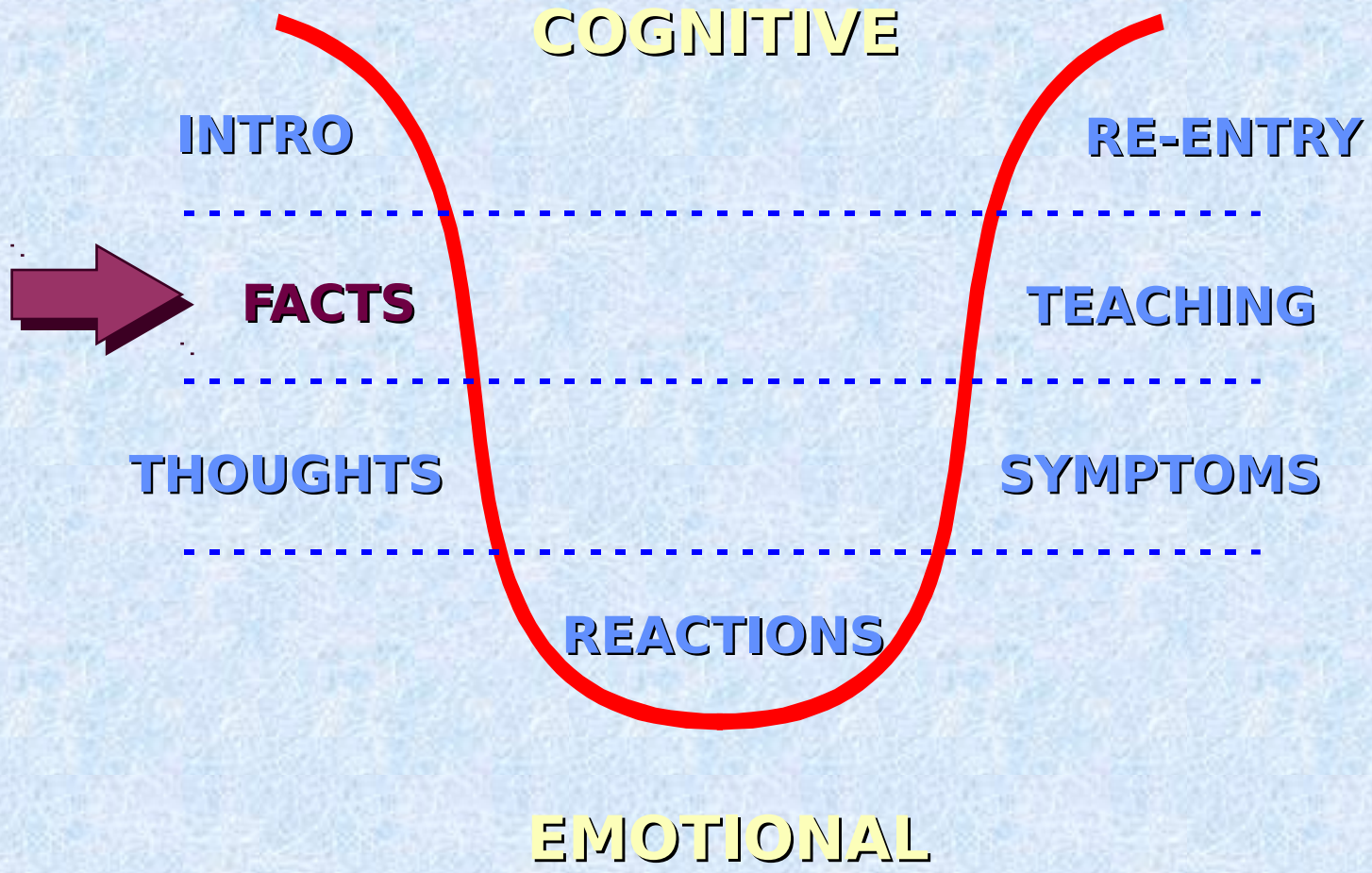
DEBRIEFING

A group meeting or discussion about a distressing critical incident.

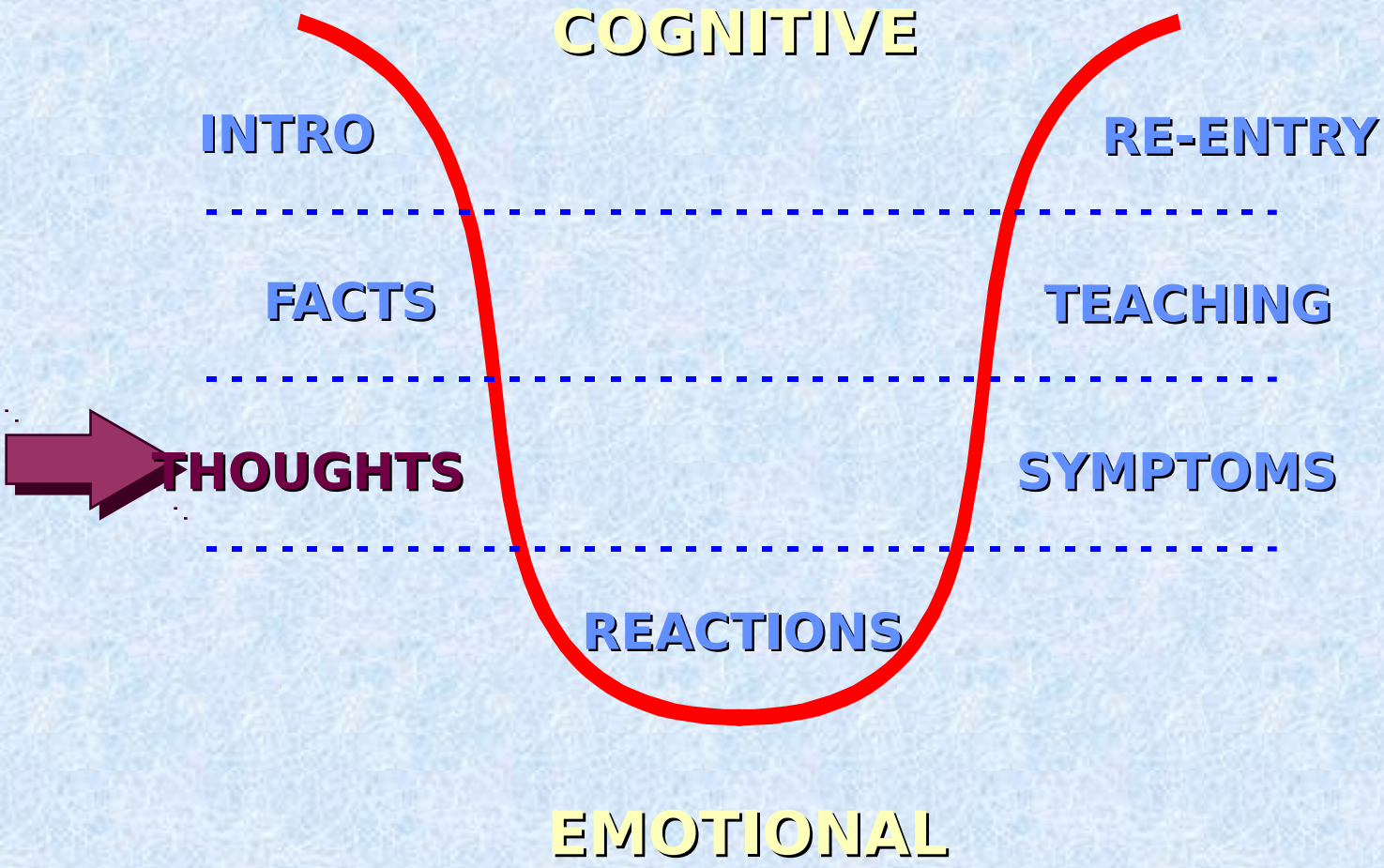
Introduction Phase



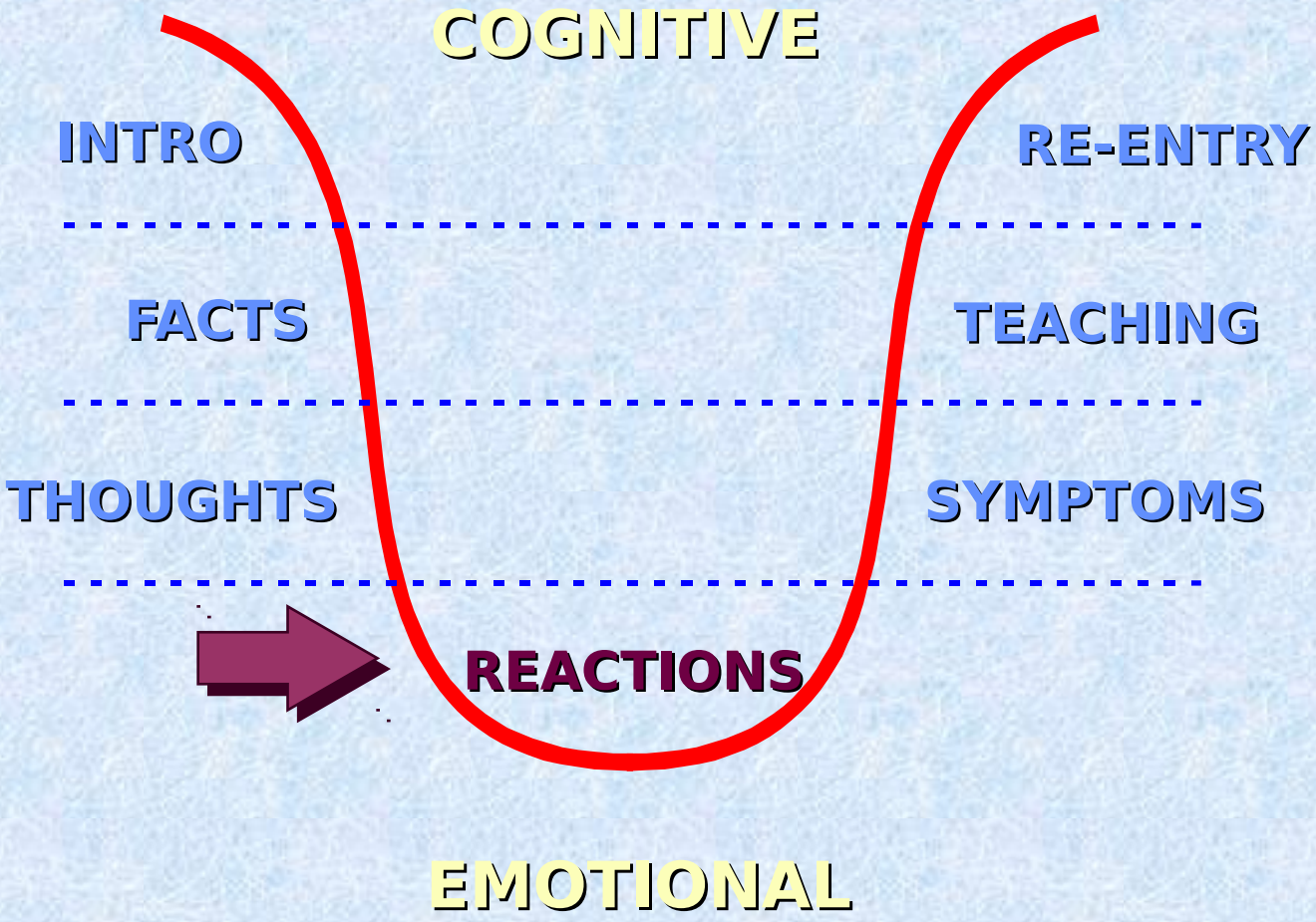
Facts Phase


COGNITIVE
INTRO
RE-ENTRY
FACTS
TEACHING
THOUGHTS
SYMPTOMS
REACTIONS
EMOTIONAL

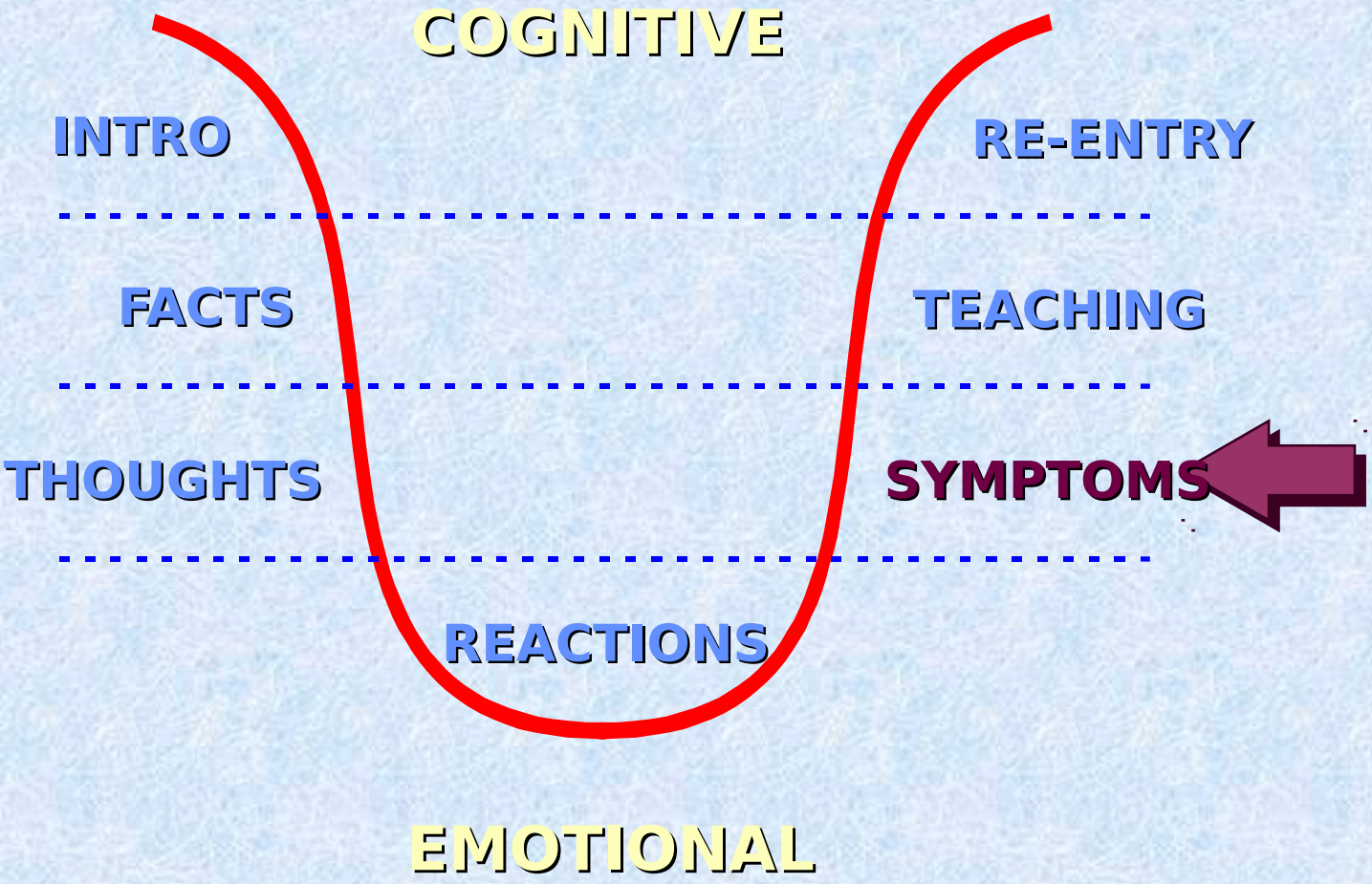
Thoughts Phase



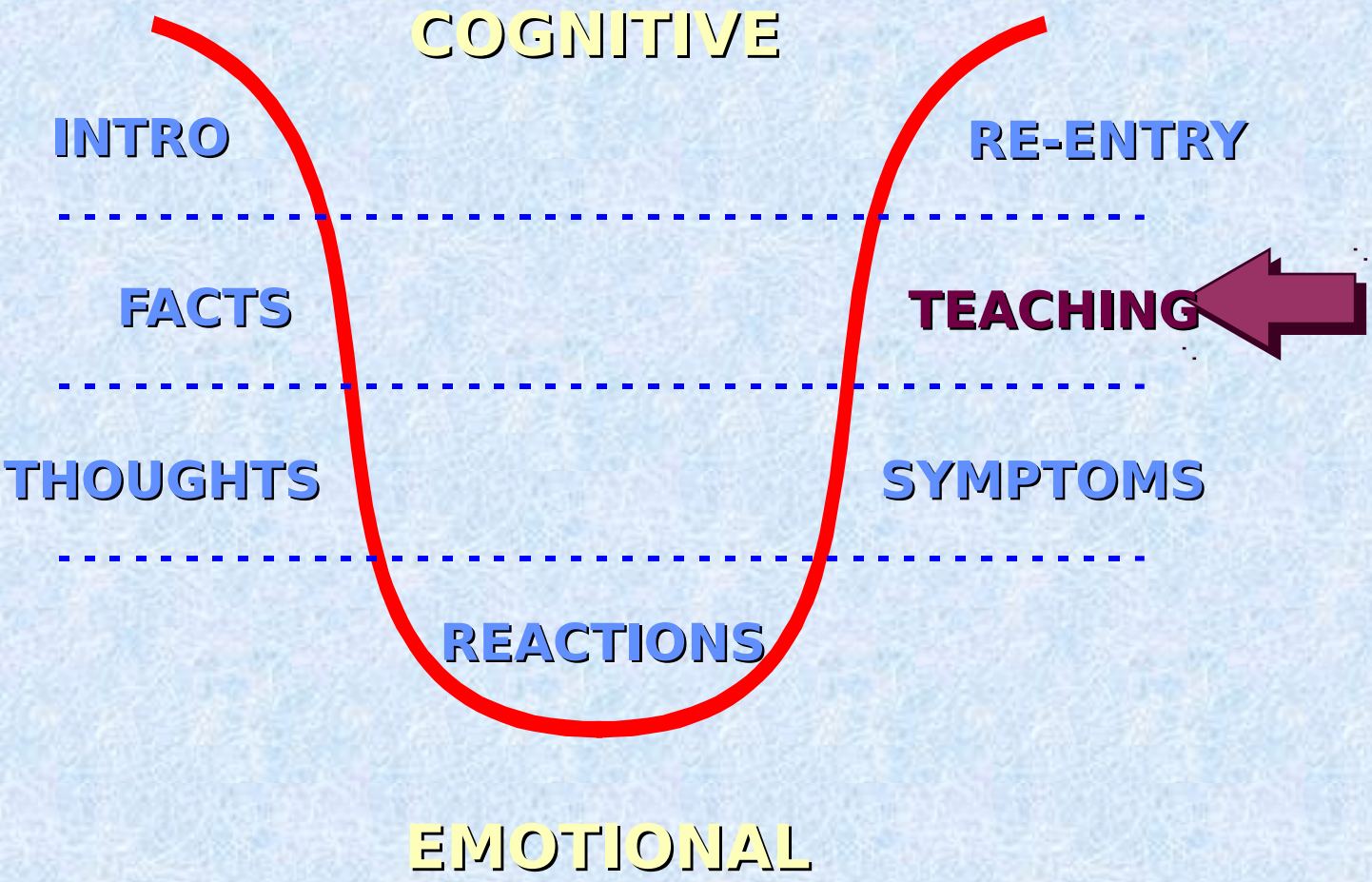
Reactions Phase



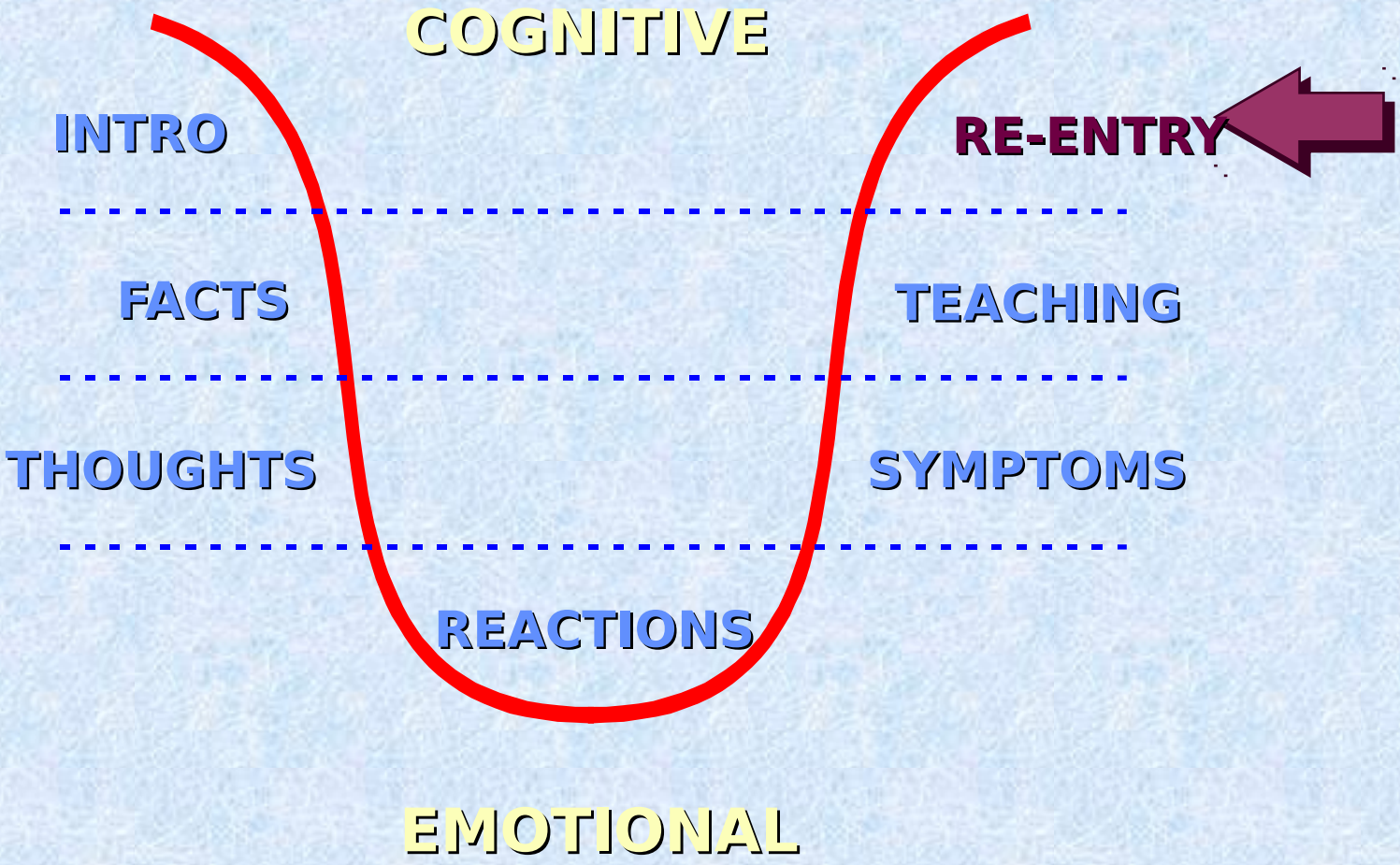
Symptoms Phase



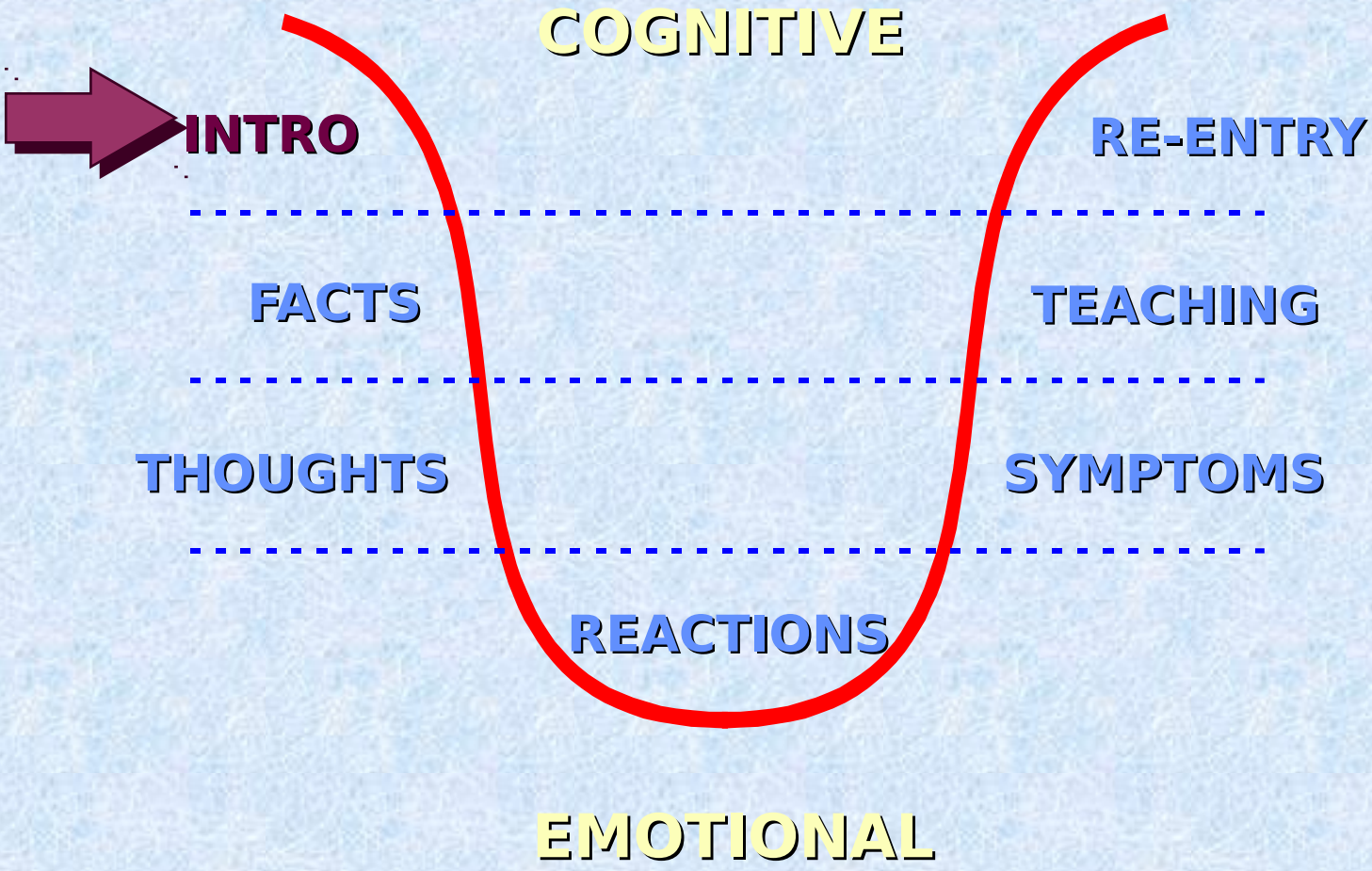
Teaching Phase



Re-Entry Phase



Introduction Phase



Introduction Phase

Objectives:

1. **Introduce CISD team members**
2. **Explain the purpose of the meeting**
3. **Explain the process**
4. **Explain the rules and guidelines of the CISD**

Introduction Phase

Rules and Guidelines

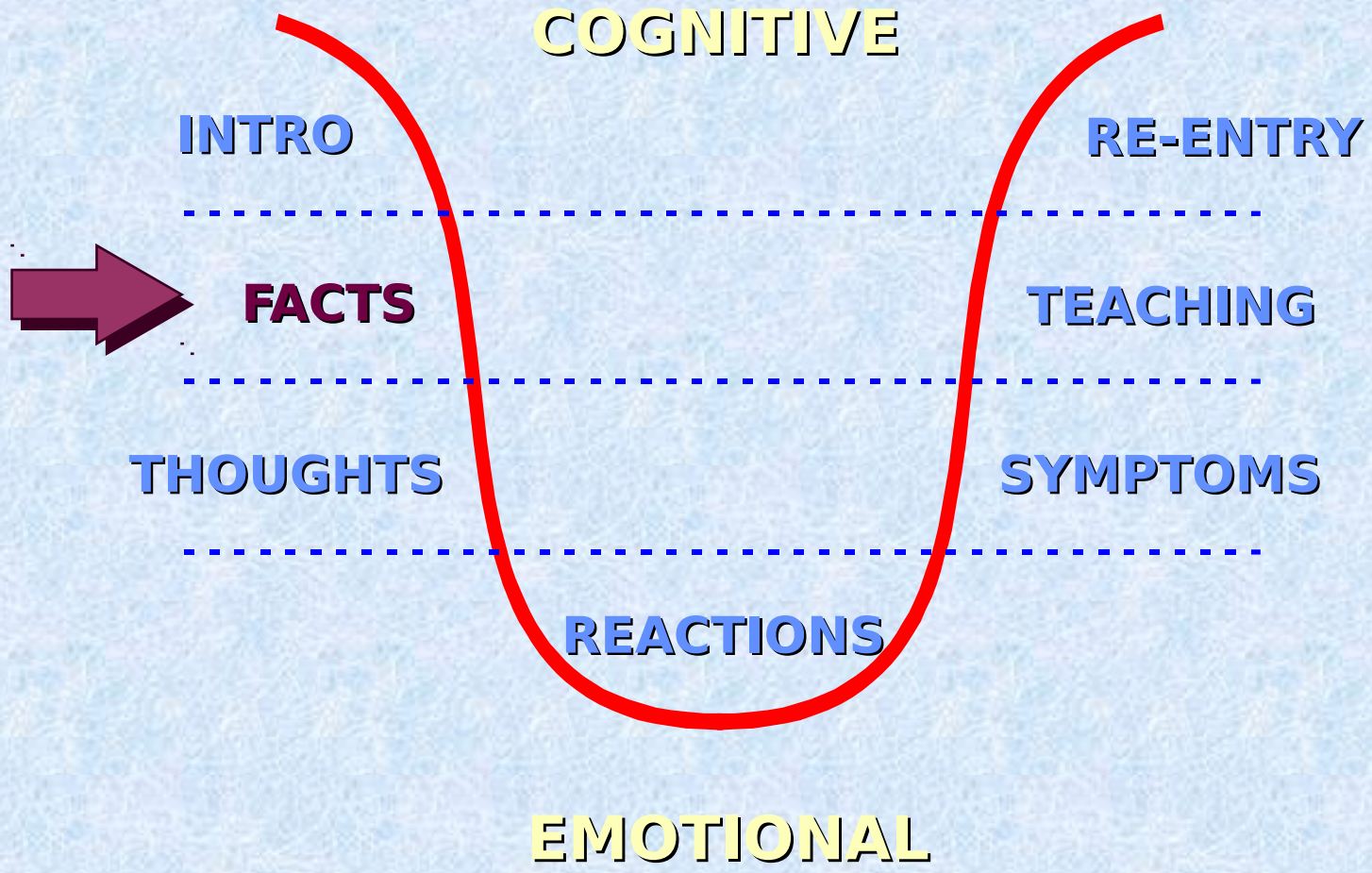
- Remove anyone who does not belong
- Confidentiality
- Participants should speak for themselves
- Participants are not required to speak
- No one can leave the room and not return
- No cameras, recorders or note-taking
- No breaks

Introduction Phase

Rules and Guidelines (continued):

- **CISD is not psychotherapy**
- **CISD is not an investigation or critique**
- **Minimize rank or station in life**
- **Turn off pagers or other distracting devices**
- **The CISD team exists for the participants**
- **People who talk about traumatic events generally recover better and faster**

Facts Phase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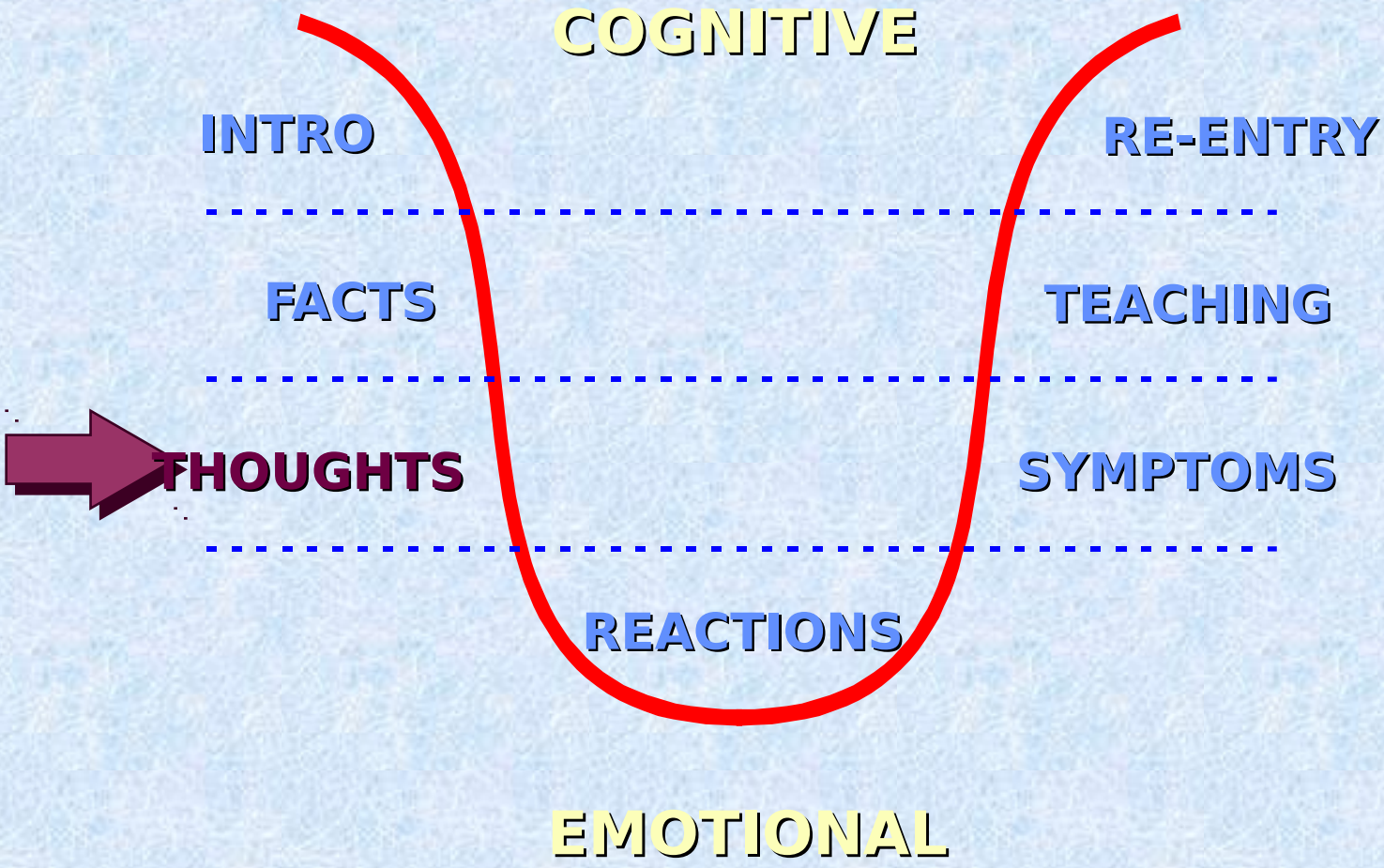
Facts Phase

Going around the room in order each participant is asked to discuss:

1. **Who are you?**
2. **What was your job or role during the incident?**
3. **What happened from your point of view?**

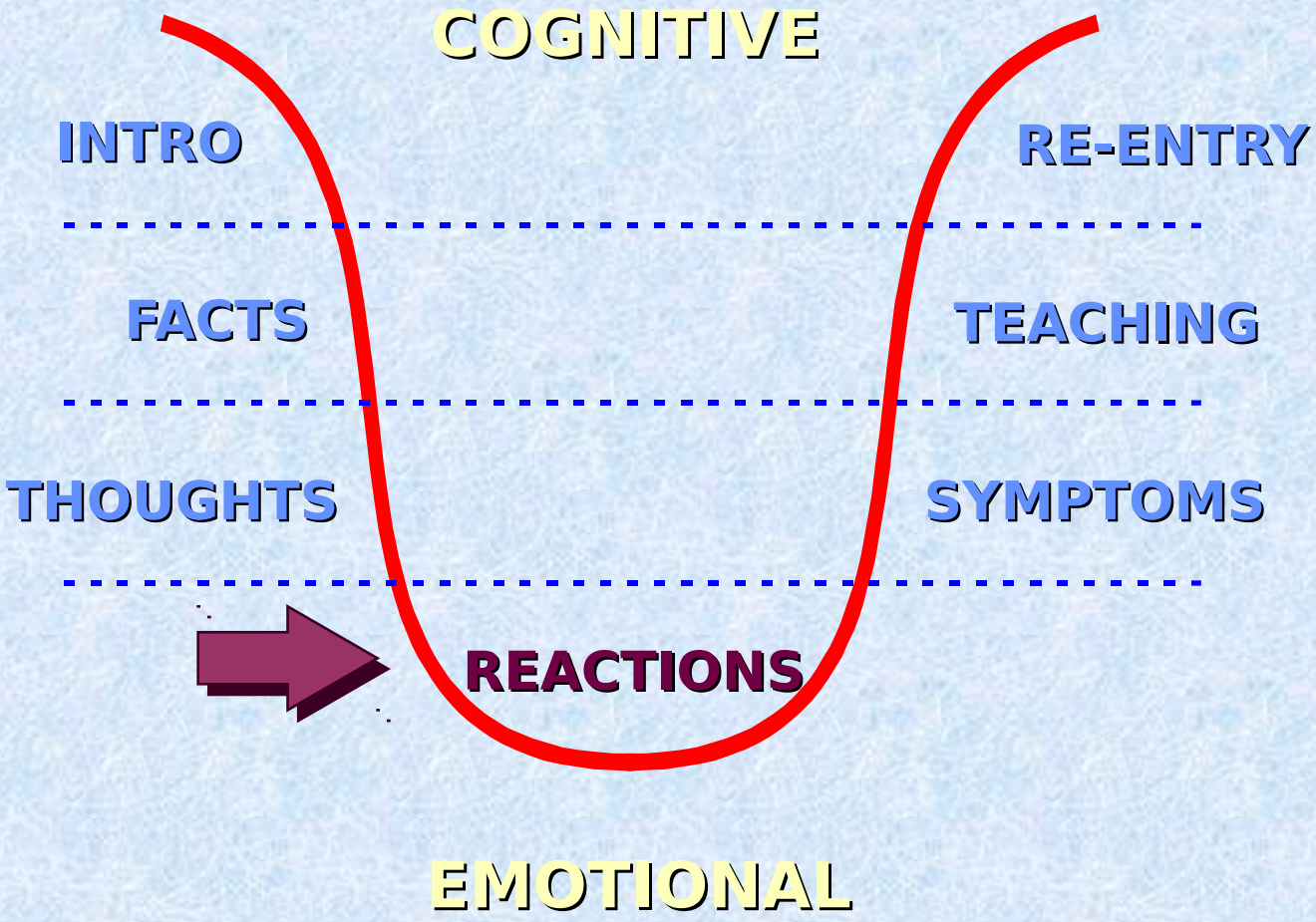
Thoughts Phase



Thoughts Phase

- What was your first thought after you got off autopilot mode?

Reactions Phase



Reactions Phase

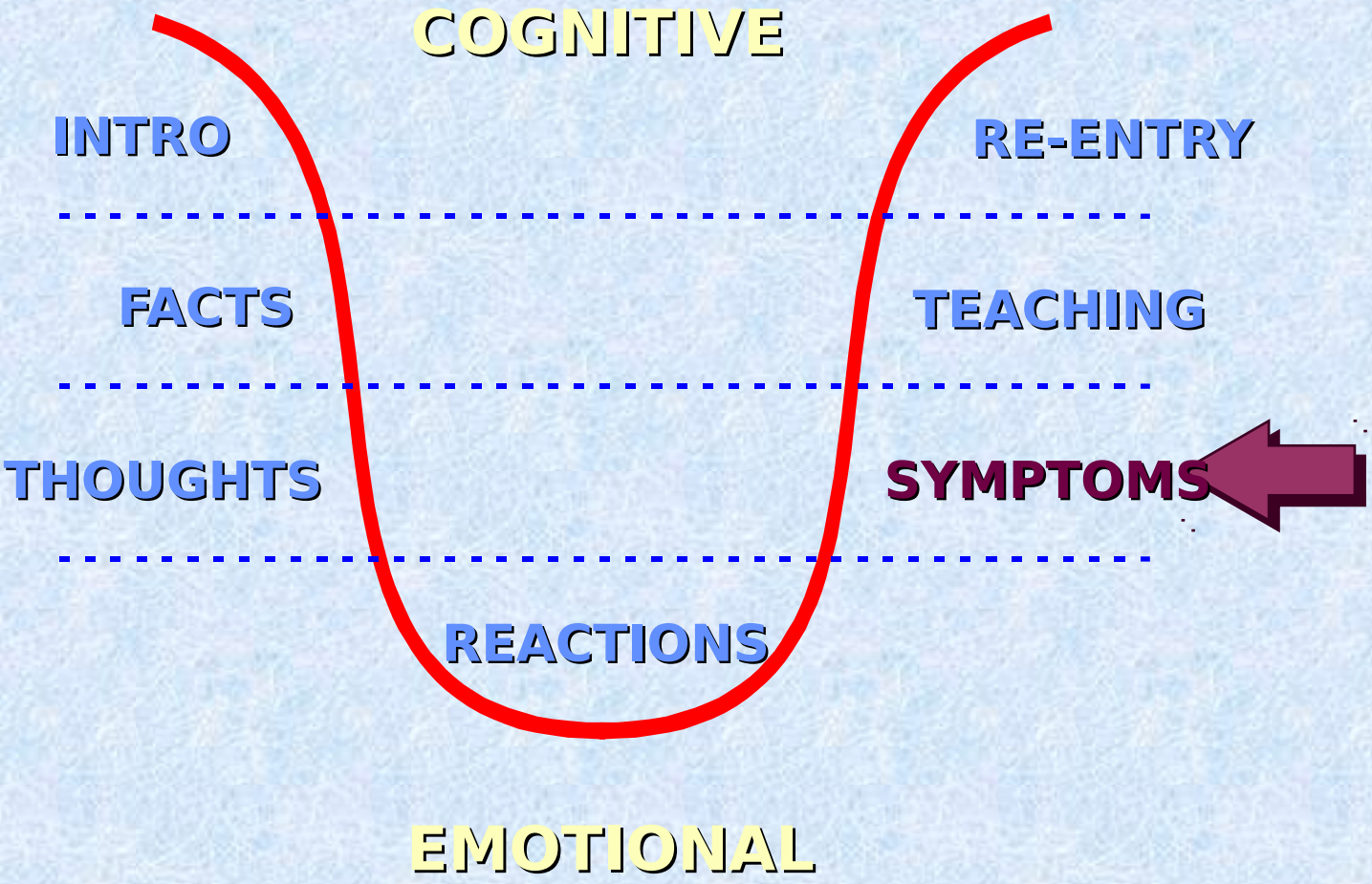
Question to ask the group:

What was the worst thing about this situation for you personally?

Variations:

What part of this event bothers you most?

Symptoms Phase



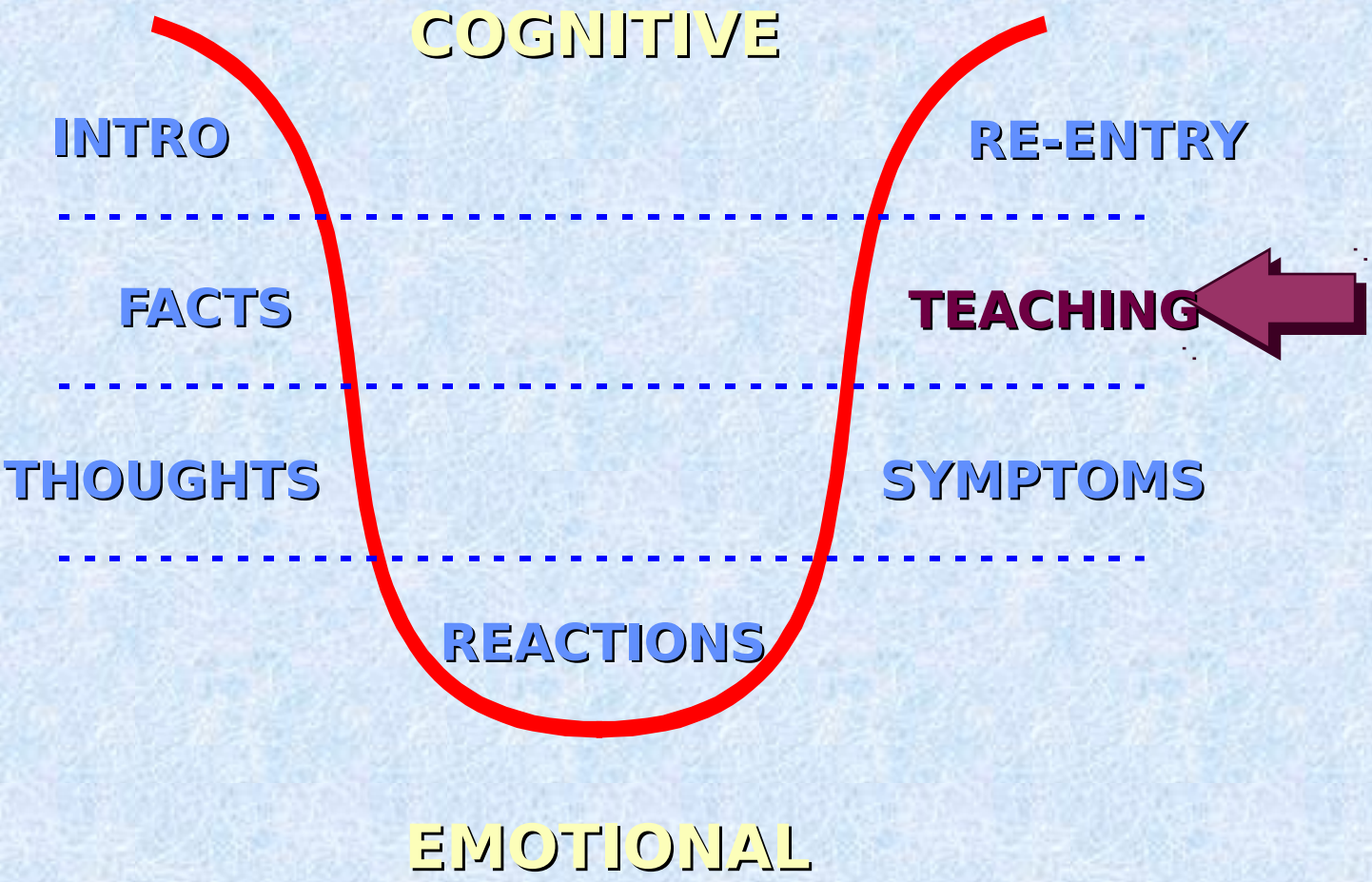
Symptoms Phase

Ask participants to describe any cognitive, physical, emotional or behavioral experiences they may have encountered...

1. **While they were at the scene**
2. **During the days after the incident**
3. **Ongoing symptoms of distress**

(give examples)

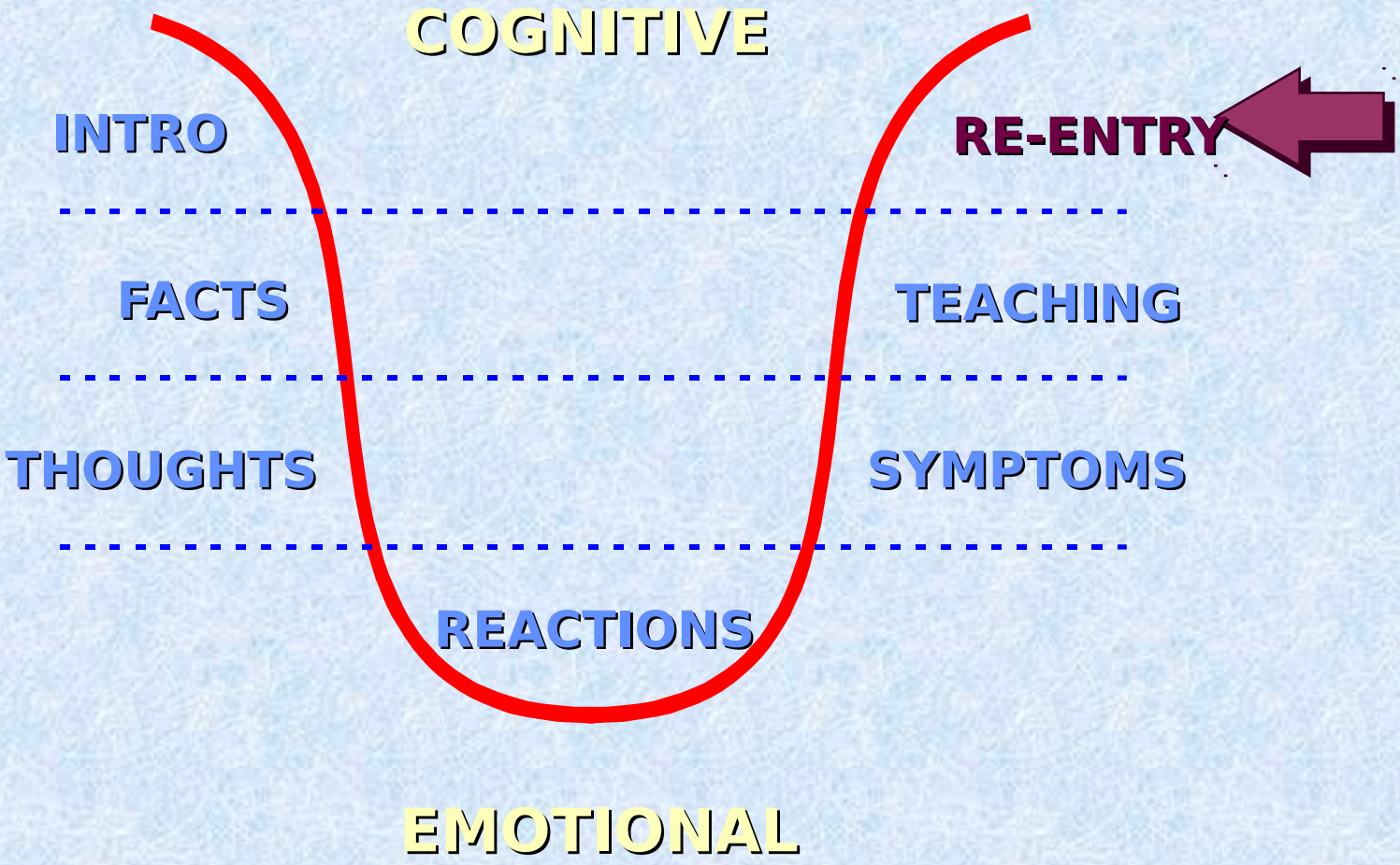
Teaching Phase



Teaching Phase

- Review a variety of stress survival strategies
- Instruct on diet, exercise, rest, talking to one's family, working with supervisors to initiate procedural changes, limiting caffeine, avoiding alcohol, etc.

Re-Entry Phase



Re-Entry Phase

Role of Participants:

1. **Any new material they wish to discuss?**
2. **Review old material already discussed**
3. **Ask any unresolved questions**
4. **Discuss anything else they believe would help them bring closure to the debriefing**

ROLE OF PEER COUNSELORS

- Prior to Debriefing Train CISM Team About the Population
- Be An Advocate For the Use and Potential Effectiveness of CISM
- Make Sure Ground Rules are Covered
- Share Personal Experiences Utilizing Stress Management Techniques
- Provide Unique Insight on Your Read on the Needs of the Group After the Debriefing

VIDEO EXAMPLE

QUESTIONS?